



2023-2024 River Bend Middle School
Loudoun County Public Schools
Comprehensive Needs Assessment - Executive Summary
[LCPS School Profile](#)
[Virginia School Quality Profile](#)

School Improvement Team:

Name	Position
Lara Ballard	Reading Specialist
Maggie Booth	EL Department Chair
Tara Daugherty	Special Education Dean
Maddie Davis	Librarian & Admin. Intern
Kate Dober	Lead Counselor
Melissa Dober	6th Grade Dean & Student Support Advisor
Andreas Fieser	Mathematics SALT
Nick Fisher	Assistant Principal
Kristin Gillette	Special Education Teacher & Admin. Intern
Missy Hooper	Registrar
Melanie Huesz	English SALT
Brett Johnson	Instructional Facilitator, Math
Jennifer Kassander	8th Grade Dean & Student Support Advisor
Juliet Kenny	Assistant Principal
Kevin Lancor	Special Education SALT
Katie McGrath	Division Instructional Facilitator

Caitlin Mutuc	Reading Specialist
Paul Nawrot	Science SALT
Ashley Pack	Instructional Facilitator, Technology
Dany Phongphouthai	Parent & PTA Representative
Nicole Richard	Math Interventionist
Dave Shaffer	Principal
Deb Sheridan	School-Based Instructional Facilitator
Jean Scarborough	Interdisciplinary Team Leader & Admin. Intern
Jenn Ulloa	Librarian & Equity Co-Lead
Christy Wadley	7th Grade Dean & Equity Co-Lead

Instructional Overview

Provide descriptive information related to the curriculum, instructional programs, and/or existing interventions to support the academic, behavioral, and/or social emotional needs for all students.

River Bend Middle School is a learner-centered environment designed to meet the needs of a diverse student body. We proudly embrace and honor the unique qualities that make each person special. At the start of the 2023-2024 school year, our enrollment was 1,200 students in 6th-8th grades, surpassing the county's projected numbers. Our most notable strength lies in the remarkable diversity found among our students and staff. A significant 60% of our students come from minority ethnic backgrounds, with our Hispanic community experiencing the most rapid growth. Our English Learner (EL) student population has consistently expanded, not only at the start of the school year but also throughout the entire academic year. When it comes to students with disabilities, River Bend Middle School surpasses the county's typical enrollment rate, with a range of 16-17%, as compared to the county's 11-12% average. Additionally, our economically disadvantaged population has shown substantial growth, reaching 38% over the past three years.

At River Bend Middle School, we foster an environment of high expectations within a secure and supportive setting. Our dedicated staff employs best practices to engage and involve students in their learning journey. We take pride in recognizing and celebrating the achievements of both students and staff members. All decisions are made with students' best interests in mind. Our school community is built on core values, including a commitment to learning, diversity, teamwork, high expectations, and community. These values serve as guiding principles in nurturing students to become active citizens in a global society, fostering an atmosphere where risk-taking is encouraged, grounded in mutual respect,

teamwork, consensus-building, and open dialogue. River Bend Middle School is committed to creating a welcoming atmosphere for students, staff, families, and community members, instilling a sense of belonging and a passion for learning.

Our instructional vision and mission at River Bend Middle School align seamlessly with Loudoun County Public Schools. *Working together as One LCPS, we place students at the center of our work, helping every student pursue and reach their full potential and empowering them to make meaningful contributions to the world.* During the 2023-2024 school year, our instructional leadership team has led community efforts to raise expectations through risk-taking in a learner-centered environment. At River Bend Middle School, we engage students in deeper learning with a focus on developing the traits of the LCPS Profile of a Graduate: a knowledgeable critical thinker, communicator, collaborator, creator, and contributor, thus fulfilling our mission. Additionally, we are focused on increasing rigor and the depths of knowledge for every student using eight leverage points (e.g., flexible grouping, student voice/choice, open-ended driving questions, performance assessments, use of technology, multi-leveled engaging text and media, extensions/enrichment, and curriculum compacting).

Through our Multi-Tiered System of Supports (MTSS), advisory activities are thoughtfully designed to foster relationships and cultivate a stronger sense of belonging and community among students and staff. Monthly themes guide various activities, supporting social-emotional learning, Positive Behavioral Interventions and Supports (PBIS), character education, equity initiatives, and more. During the 2023-2024 school year, we worked in collaboration with school stakeholders to rebrand our PBIS initiatives, centering our efforts on cultivating Resilience, Integrity, Self-Awareness, and Empathy. Furthermore, we have continued to incorporate the *Second Step* program during a daily advisory block, employing a comprehensive approach to nurture inclusive and supportive communities, promoting social-emotional learning for every student.

Within our MTSS framework, we seamlessly incorporate response-to-intervention strategies aimed at addressing students' academic requirements through a tiered approach to interventions. We employ universal screeners and diagnostic assessments such as data from the Measures of Academic Progress (MAP), Newsela Lexile Level, Developmental Spelling Assessment, among others, to identify students who require interventions beyond Tier 1 core instruction. In addition to core instruction, we offer Tier 2-3 interventions, including teacher-led, targeted small group instruction, while maintaining consistent progress monitoring on a weekly to quarterly basis.

Our master schedule reflects a commitment to high performing teams including Collaborative Learning Teams (CLTs) and Interdisciplinary Teams (ITs). With the support of administrators and instructional facilitators/coaches, English, math, science, social studies, special education, and EL educators are organized into grade-level collaborative teams that operate interdependently to collectively assume responsibility for student learning. These CLTs play a crucial role in the instructional process, engaging in activities such as designing rigorous lessons, unpacking standards, creating common assessments, and implementing tiered interventions. Within this framework, CLTs address four critical questions, which include: *What do we want all students to know and be able to do? How will we know if they learn it?*

How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

Finally, at the core of any successful and responsible middle school program lies Interdisciplinary Teaming. Students are scheduled into an Interdisciplinary Team, which serves as the foundation for increased accountability, tiered interventions, collaboration, communication, and establishing connections within the broader grade level. These teams have dedicated time in the master schedule for common planning and hold formal weekly meetings. During these meetings, the team addresses various topics, including student needs, curriculum matters, and opportunities for professional development.

Extended Learning Opportunities

Provide information to describe extended learning opportunities for students, staff, families, and community.

At River Bend Middle School, "learning" stands as a foundational value shared among students, staff, families, and our community. Our team-based structure and resource model ensure that students have dedicated time within the school day to collaborate with their teachers while also offering opportunities for enrichment, remediation, and tiered interventions. Furthermore, we extend the learning experience through a range of extracurricular activities, including academic programs like Level Up and Equitable Access for Deeper Learning, available on Tuesdays, Wednesdays, and Thursdays after school. To facilitate this, we wholeheartedly embrace Schoology as our learning management platform, diligently providing materials and resources to enhance student performance, promote collaboration, and tailor learning to each student's needs. Schoology's integrated division-wide system also grants parents insight into their students' learning progress and performance.

The collaborative team structure and shared planning time offer chances for a thorough analysis of student performance data. We employ diagnostic assessments like the Measures of Academic Progress (MAP) and the Virginia Growth Assessments (VGA) to pinpoint academic proficiency levels and tailor instruction accordingly. Additionally, these assessment outcomes play a pivotal role in the course request procedure, enabling us to expand learning options by offering honors and high school credit courses to students who demonstrate readiness.

A prominent growth mindset culture is deeply ingrained within our faculty and staff. According to the 2023 Virginia School Climate & Working Conditions Survey, several key indicators including staff collegiality, school leadership, teacher agency, and professional growth consistently surpass the county average. Throughout the academic year, we prioritize professional learning opportunities, encompassing monthly faculty meetings, essentials PD, data days, and Centering Equity in Instruction workshops. Additionally, we embrace a Professional Learning Community (PLC) framework, fostering open discussions on curriculum, instruction, and assessment growth among all Collaborative Learning Teams (CLTs) and departments. Our commitment to capacity-building is evident through various leadership roles, such as Subject Area Lead Teachers (SALTs), Interdisciplinary Team Leaders, instructional

facilitators, and other leadership positions such as our Equity Co-Leads, Lead Mentor, Student Support Advisors, SEL Leads, and more.

At River Bend Middle School, family and community engagement stands as a cornerstone of our core values. Based on the 2023 LCPS Annual Survey for Families, our school has achieved commendable ratings, surpassing the county average in both academic support and the overall secondary school experience. Notably, a remarkable 86.6% of parents have expressed their confidence in the high expectations set for academic achievement within their child's classroom. Furthermore, we take pride in having nurtured relationships with over 30 business and community partners. Our unwavering commitment to family engagement is evident through active participation in various school and PTA events. These encompass a wide range of activities, from Parents as Educational Partners (PEP) initiatives to Career Week, offering families and community members abundant opportunities to connect with our school and contribute to our thriving educational community.

Areas of Strength

Summary statements for domains providing evidence of analysis of trend data over a 3-year period and data triangulation to confirm areas of strength. Provide a clear connection between outcomes and contributing factors.

Culture, communication, and leadership continue to be integral strengths at River Bend Middle School, as evidenced by perceptual survey data highlighting the evident atmosphere of school pride that permeates our campus. Our cohesive staff has placed a deliberate emphasis on maintaining consistency, recognizing its significance in working with adolescent students. The 2023 Virginia School Climate Survey reflects noteworthy improvements in students' perceptions. Specifically, we witnessed an 8.0% rise in the statement "Students understand the school's definition of appropriate behavior," an 11.4% increase in "Students recognize the consequences for violating school rules," and a 9.3% boost in "Teachers and other adults consistently enforce rules for student behavior at this school." Collectively, the dedicated faculty, staff, and administration at River Bend Middle School have collaboratively created an environment conducive to positive learning, providing students with the ideal conditions to thrive.

The 2023 LCPS Annual Survey for Families revealed that 89.1% of parents have recognized the school's effective communication practices. Our communication channels, encompassing school newsletters and weekly bulletins, play an active role in keeping parents well-informed about upcoming events, topics of study, upcoming assessments, and student accolades, including recognition of PBIS Ravens of the Week. Furthermore, school and community events receive extensive exposure across various social media platforms. Our steadfast commitment to preserving and elevating a tradition grounded in transparency and trust underscores the enduring strengths of communication and community engagement at River Bend Middle School.

Despite a decrease in certain standardized scores in the aftermath of the pandemic, we have observed substantial progress in various aspects of our educational programs. Noteworthy among these is the improvement in the Conditional Growth Percentile (CGP) on the reading and math MAP assessments

when compared to the previous school year, with a reading CGP of 47.1% and a math CGP of 43.5%. Our three-year average consistently demonstrates that academic achievements in reading, writing, math, science, and attendance meet the “Level One” accreditation standards established by the Virginia Department of Education. While there remains work to be done to narrow achievement gaps among subgroups, we take pride in several accomplishments, especially in math and reading performance of our English Learner students.

Areas for Growth

Summary statements for domains providing evidence of analysis of trend data over a 3-year period and data triangulation to confirm areas of concern. Provide a clear connection between outcomes and contributing factors.

Over the past two academic years, our continuous efforts for school improvement have revolved around conditional growth, with a primary focus on the MAP assessment. However, as we look ahead to the 2023-2024 school year, our attention is shifting towards achieving success on the SOL standardized assessment, aligning with accreditation standards. Specifically, our objective is to reach a combined pass rate of 78% in English, math, and science. To attain this shared goal, we will continue to rely on the MAP assessment to identify students in need of tiered interventions and to track their progress across three different testing cycles.

In addition, we are unwavering in our commitment to narrowing the achievement gap among Black and Hispanic students, economically disadvantaged, and those with disabilities. While maintaining a schoolwide dedication to increasing the depths of knowledge, the work of Collaborative Learning Teams (CLTs) will remain essential in sustaining a strong focus on learning outcomes. CLTs will take on a range of responsibilities, including ensuring a guaranteed and viable curriculum, designing rigorous and relevant authentic learning experiences, creating common assessments, engaging in data dialogues post-assessments, and routinely evaluating progress each quarter.

As an integral part of our MTSS framework and in line with state accreditation requirements, we are actively addressing the issue of chronic absenteeism. In the 2022-2023 school year, our chronic absenteeism rate stood at 14%, meeting the state's accreditation standards set at 15%. However, our shared objective is to further reduce this rate to 12%. To achieve this goal, we have implemented a multifaceted approach involving co-advisors, Interdisciplinary Teams, our Unified Mental Health Team (UMHT), and other stakeholders who will diligently monitor attendance throughout the entire academic year. We are implementing clear policies and school practices, engaging in parent notifications, developing attendance plans, holding conferences, conducting restorative family circles, among other strategies, to ensure that our goal of reducing chronic absenteeism to 12% or lower is met.

School Improvement Goals

Strand 1

Schools identify at least one goal in Strand 1

Domain 1 - English Language Arts			
Outcome Goal:	By June 2024, we will achieve a combined Standards of Learning (SOL) score of 78% or higher in English (reading and writing), thereby achieving a performance rating of "Level One" in accordance with the Virginia Accreditation Standards.	Process Goal:	By June 2024, we will narrow the achievement gaps in English among Black students, Hispanic students, economically disadvantaged students, and students with disabilities, resulting in an increase in their performance level in compliance with the Virginia Accreditation Standards.

- Strategies:**
- We will monitor progress throughout the school year using MAP data. Specifically, students in Tier 1 will have an average Conditional Growth Percentile (CGP) of 50%, students in Tier 2 will have an average CGP of 55%, and students in Tier 3 will have an average CGP of 60%.
 - We will structure Collaborative Learning Teams (CLTs) with a framework that encompasses common planning, adherence to county expectations, the adoption of a schoolwide agenda, consistent use of a data dialogue protocol, regular quarterly reflections, and continuous support from administrators and instructional facilitators.
 - We will focus on increasing rigor and cognitive demand by supporting teachers with the implementation of eight identified instructional practices or leverage points to enhance and amplify rigor and complexity in English (reading and writing).
 - We will provide targeted interventions based on students' universal screeners and diagnostic assessments. For Tier 2 students, these interventions will occur 2-3 times per week, with progress monitoring at least twice a month. For Tier 3 students, targeted interventions will be delivered daily, accompanied by weekly progress monitoring.
 - We will proactively prepare students for the reading SOL assessment through curriculum alignment, the provision of test-taking strategies, targeted test preparation and practice, and goal setting with students and families.

Domain 2 - Mathematics			
Outcome Goal:	By June 2024, we will achieve a combined Standards of Learning (SOL) score of 78% or higher in math, thereby achieving a performance rating of "Level	Process Goal:	By June 2024, we will narrow the achievement gaps in math among Black students, Hispanic students, economically disadvantaged students, and students with

	One" in accordance with the Virginia Accreditation Standards.		disabilities, resulting in an increase in their performance level in compliance with the Virginia Accreditation Standards.
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Strategies:

- We will monitor progress throughout the school year using MAP data. Specifically, students in Tier 1 will have an average Conditional Growth Percentile (CGP) of 50%, students in Tier 2 will have an average CGP of 55%, and students in Tier 3 will have an average CGP of 60%.
- We will structure Collaborative Learning Teams (CLTs) with a framework that encompasses common planning, adherence to county expectations, the adoption of a schoolwide agenda, consistent use of a data dialogue protocol, regular quarterly reflections, and continuous support from administrators and instructional facilitators.
- We will focus on increasing rigor and cognitive demand by supporting teachers with the implementation of eight identified instructional practices or leverage points to enhance and amplify rigor and complexity in math.
- We will provide targeted interventions based on students' universal screeners and diagnostic assessments. For Tier 2 students, these interventions will occur 2-3 times per week, with progress monitoring at least twice a month. For Tier 3 students, targeted interventions will be delivered daily, accompanied by weekly progress monitoring.
- We will proactively prepare students for the math SOL assessment through curriculum alignment, the provision of test-taking strategies, targeted test preparation and practice, and goal setting with students and families.

Domain 2 - Science			
Outcome Goal:	By June 2024, we will achieve a combined Standards of Learning (SOL) score of 78% or higher in science, thereby achieving a performance rating of "Level One" in accordance with the Virginia Accreditation Standards.	Process Goal:	By June 2024, we will narrow the achievement gaps in science among Black students, Hispanic students, economically disadvantaged students, and students with disabilities, resulting in an increase in their performance level in compliance with the Virginia Accreditation Standards.

Strategies:

- We will structure Collaborative Learning Teams (CLTs) with a framework that encompasses common planning, adherence to county expectations, the adoption of a schoolwide agenda, consistent use of a data dialogue protocol, regular quarterly reflections, and continuous support from administrators and instructional facilitators.

- We will focus on increasing rigor and cognitive demand by supporting teachers with the implementation of eight identified instructional practices or leverage points to enhance and amplify rigor and complexity in science.
- We will provide targeted interventions based on students' universal screeners and diagnostic assessments. For Tier 2 students, these interventions will occur 2-3 times per week, with progress monitoring at least twice a month. For Tier 3 students, targeted interventions will be delivered daily, accompanied by weekly progress monitoring.
- We will proactively prepare students for the science SOL assessment through curriculum alignment, the provision of test-taking strategies, targeted test preparation and practice, and goal setting with students and families.

<p style="text-align: center;">School Improvement Goals Strand 2 <i>Schools identify at least one goal in Strand 2</i></p>
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Domain 8 - Safe and Supportive Environments			
Outcome Goal:	By June 2024, we will achieve a combined chronic absenteeism rate of 12% or less, meeting performance "Level One" of the Virginia Accreditation Standards.	Process Goal:	By June 2024, we will implement evidence-based strategies and tiered interventions, leveraging the MTSS framework, UMHT, and other accountability systems, to reduce the number of chronically absent students at each grade level.

Strategies:

- We will send monthly emails to parents/guardians of chronically absent students, providing information on the number of absences, county policies, and clear expectations for improved school attendance.
- We will ensure that certified letters are sent to the residences of chronically absent students on a quarterly basis. These letters will contain information regarding the number of absences, county policies, and clear expectations for improved school attendance.
- We will schedule attendance conferences and develop individualized attendance plans for students who are chronically absent from school.
- We will offer attendance restorative circles to identified students and families who exhibit high levels of absenteeism rates.